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ABSTRACT

This book draws on classroom experience to provide models of instructionally sound, thoughtful, and thought-provoking history teaching for students from a wide variety of backgrounds. Most chapters begin with a classroom vignette showing a community of inquiry as students are actively engaged in their history education. Each vignette offers a glimpse of a particular experience of teaching and learning history. The rest of the chapter puts the vignette in perspective, explaining why it is sound instruction and sound history, as well as providing examples of activities ranging from the first years of primary school through the end of the middle grades. The fourteen chapters include: (1) "Who We Are and Who We Can Become: The Sociocultural Context for Studying History"; (2) "It's Not Just a Mishap: The Theory Behind Disciplined Inquiry"; (3) "There Aren't A Lot of 'For Sure' Facts: Building Communities of Historical Inquiry"; (4) "To Find Out Things We Didn't Know about Ourselves: Personal Histories"; (5) "Tell Me about Yourself: Linking Children to the Past Through Family Histories"; (6) "I Think Columbus Went to Hell: Initiating Inquiry into World History"; (7) "Rats in the Hospital: Creating a History Museum"; (8) "I Have No Experience with This!: Historical Inquiry in an Integrated Social Studies Setting"; (9) "Why Isn't That in the Textbook?: Fiction, Nonfiction, and Historical Thinking"; (10) "Oh, Good! We Get to Argue: Putting Conflict in Context"; (11) "In My Opinion, It Could Happen Again: How Attitudes and Beliefs Have Changed Over Time"; (12) "Nosotros La Gente: Agency and Perspective in American History"; (13) "The Arts Make Us All Part of Humankind: Cognitive Pluralism in History Teaching and Learning"; and (14) "Hey, I Know What's Going on Here!: Constructive Assessment in History." (EH)

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